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ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yielded 35 documents which are abstracted here. These documents review different ways in which students can be utilized as volunteers in school and in the community. (SD)

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searchlight

Relevant Resources in High Interest Areas

10U UPDATE SEARCH

Compiled by Ronald R. Kopita

September 1973

This search reviews different ways in which students can be employed as volunteers in the school and community.
(35 document abstracts retrieved)

$1.00

CG 400 092

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Students as Resources

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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Journal Articles

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ERIC Documents

ED 054 075 SP 005 247

Benz, Donald A.

Observations of Academic Performance by Low Achieving College Freshmen Following Instruction by Academically Successful Students Trained To Teach Reading and Study Skill Techniques. Final Report.

Wisconsin State Universities Consortium of Research Development, Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-2

Pub Date Jan 70

Grant—OEG-3-6-062728-2129

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, College Freshmen, *College Students, Grade Point Average, Low Ability Students, *Peer Teaching, *Study Skills, Superior Students, *Tutoring

No significant improvement was found in the grades of low achieving college freshmen following instruction by academically successful students trained to teach study skills. The investigator trained the study instructors--12 juniors with at least a 3.0 grade point average--in twelve 1-hour sessions. Soon after a session each study instructor spent an hour assisting the student assigned to him. The preparation program for the study instructor included training in elementary principles of learning, note taking, theme writing, term paper writing, student-professor relationships, time scheduling, studying for tests, and SQ3R reading skills. The evaluation of the program's assistance to students was observed by statistical analysis of grade point gains for experimental and control groups, experimental and control males, experimental and control females, and experimental females and males. The only significant difference favored the female control group over the female experimental group. Other results of the study indicated that neither the experimental nor control group was able to significantly improve the second semester grade point average. Further research is suggested on the timing and content of such programs. (Author/RT)

ED 052 280 UD 011 650

Bradshaw, Charles I.

Remedial Reading Instruction by Student Tutors in Inner-City Schools.

Pub Date Apr 71

Note—15p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, Calif., April 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Reading, *Cross Age Teaching, Elementary Grades, Reading Programs, *Reading Research, Reading Tests, Remedial Instruction, *Research Methodology, Teaching Techniques, *Tutoring, Urban Schools

In this study, two ESEA Title I inner-city schools in the Salt Lake School District selected and trained upper-grade (grades 4, 5, and 6) students in structured tutoring techniques previously developed and proven effective by Grant V. Harrison in previous studies. Lower grade (first, second, and third grade) teachers identified the students ranking lowest in reading achievement. Following a pre-test, tutors taught the younger children over a period of eight weeks in sessions lasting about 15 minutes. The available results from one of the schools in the study showed that the tutored children gained a mean score of 16 from pre-test to post-test. Nine of the twelve tutored children were thus judged as achieving significant remediation through tutoring by an upper-grade tutor. (Author/DM)

ED 052 785 JC 710 209

Case, Chester McCallum, Neil

Peer Teaching at Ohlone.

Pub Date 71

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Faculty Evaluation, *Instructional Improvement, *Junior Colleges, *Peer Teaching, Teacher Evaluation, *Teacher Improvement

Identifiers—California

A 4-week Sequenced Peer Teaching program for experienced faculty members of Ohlone College (California) was designed to bring faculty together for the development and/or improvement of teaching. The program included the teaching of a sequence of assignments by individual participants to a class of peers. The teaching was video-taped and replayed for group critique; assignments varied in complexity; emphasis was on teaching in a setting less complex than a classroom; interaction stressed candor; participants included faculty (mixed by sex and subject matter), administrators, and an outside facilitator. A basic premise was that the presenter should have maximum freedom within an assignment. Group discussions dealt with relationships with students, communication, instructional strategies, content, and the self-concept of the instructor. The different phases of the project and participants' reactions to them are explained. The project was judged successful by the participants, who become more aware of their own teaching and more self-critical of classroom work, and who developed feelings of rapport across departmental lines. Vigorous faculty leadership is needed to launch and maintain similar projects. For an earlier report on this program the reader may see ED 047 672. (CA)

ED 051 814 JC 710 188

Dash, Roger

Student Volunteer Service Programs: Los Angeles Community College District.

Pub Date Jul 71

Note—23p.; Seminar paper

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Junior Colleges, *School Community Relationship, Student Organizations, *Student Participation, *Student Projects, *Student Volunteers, Volunteers

Identifiers—*California

This study investigated the extent and diversity of student volunteer programs in the Los Angeles Community College District (California) to determine the amount of college support and acceptance accorded them. The junior colleges should take advantage of the great student potential for positive social action and realize that, in the area of curriculum development, the student can test what he learns in class against the real world. The student populations of the eight colleges in the district are broken down by race, and the volunteer programs examined for: purpose, structure, funding, and the portion of community serviced. No district-wide commitment to student volunteer services was found, but where there are programs, the faculty and administration do support them. The programs seem to concentrate on improving skills and self-image among disadvantaged members of the community, especially elementary-age children. Most of the programs are loosely structured. The colleges with a high concentration of minorities show weak attempts at operating student volunteer programs. This can be explained partly by other demands on their time and partly because existing minority organizations may not operate through the colleges. There is a wide variance in funding sources. Based on the findings, recommendations are made. (CA)

ED 050 465 EA 003 485

Ferguson, Donald G.

Student Involvement. A Working Paper.

Pub Date Feb 71

Note—10p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Policy, *Decision Making, Educational Change, Educational Problems, Organizational Climate, Speeches, *Student Centered Curriculum, *Student Development, *Student Participation, *Student Unions

Students are clients of the educational system, but traditionally have had little voice in decision-making about the services they receive. Students are now demanding greater involvement, and administrators have tried a number of programs designed for student participation, generally with success. Some examples of successful programs are (1) student centers that provide a focus on students and serve to improve relations with students, (2) inclusion of students on deliberative and decisionmaking bodies to encourage greater communication and understanding between staff and students, and (3) involvement of students in producing innovative educational programs and services that better meet the needs and interests of students. (RA)

ED 053 080 SP 005 120

Harrison, Grant Von

Structured Tutoring.

Brigham Young Univ., Provo, Utah. Dept. of Instructional Research and Development.

Report No—WP-24

Pub Date 6 May 71

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elementary School Students, *Instructional Materials, Mathematics Instruction, *Peer Teaching, Programed Tutoring, Reading Instruction, *Tutoring

Identifiers—*Structured Tutoring

Although the structured tutoring model was designed to cope with the unique learning characteristics of low achieving primary grade children who are considered high risks in terms of failure, structured tutoring can be used to teach most objectives not readily attained by students generally, at any grade level. The best tutors for primary grade children are older elementary school students. These students should be closely supervised by an adult with experience in devising diagnostic criterion-referenced pretests, preparing and maintaining record sheets and instructional materials, and selecting and training student tutors. The adult should be someone other than a classroom teacher. As most interested groups do not have the resources or time to meet the stipulations advocated by the author, he has written a series of tutor guides and manuals and developed several complete tutorial systems. The guides and manuals can be used with tutoring programs at almost any level or in any subject area. The complete tutorial systems are designed for programs in which fifth and sixth graders are teaching first and second graders reading or arithmetic. (RT)

ED 051 098 SP 004 910

Johnson, William D. Pancrazio, Sally B.

The Effectiveness of Three Microteaching Environments in Preparing Undergraduates for Student Teaching.

Pub Date 71

Note—9p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Analysis, *Cross Age Teaching, Education Majors, *Evaluation, *Microteaching, *Peer Teaching, Student Teachers, Student Teaching

Identifiers—Illinois Teacher Evaluation Questionnaire, Illinois Teacher Performance Appraisal Scale

Three microteaching formats were compared: microteaching with peers, microteaching with university freshmen, and microteaching with high school pupils. Thirty social studies methods students were assigned to one of the three formats for six experiences. Each experience included periods of instruction and practice. Assessments were made at the end of microteaching by a panel of graduate assistants using the Illinois Teacher Performance Appraisal Scale, and at the end of student teaching by pupils using the Illinois Teacher Evaluation Questionnaire. Significant differences at the completion of microteaching favored peer teaching, but microteaching with high school pupils was associated with superior performance at the end of student teaching. It appears easier to obtain desired training effects through peer teaching, but these effects do not seem to transfer to student teaching. (Author/RT)

ED 051 967 RE 003 621

Keele, Reba Harrison, Grant V.

A Comparisor of the Effectiveness of Structured Tutoring Techniques as Used by Parents and Paid Student Tutors in Teaching Basic Reading Skills.

Pub Date Apr 71

Note—20p.; Paper presented at the meeting of the California Educational Research Association, San Diego, Cal., Apr. 29-30, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Beginning Reading, Comparative Analysis, Criterion Referenced Tests, *Cross Age Teaching, Grade 1, High School Students, Kindergarten, *Parent Participation, *Reading Research, Teaching Guides, *Tutoring, *Word Recognition

A tutoring guide prescribing procedures for teaching naming and sounding of letters and decoding of nonsense words was developed. A sample group of kindergarten and first graders was randomly assigned to experimental and control groups. The tutoring guide was distributed to chosen tutors (parents and high-school students). The tutors met with the children about four times a week, 15 minutes in each session, until the child achieved mastery of naming, sounding, and decoding. The tutors received no formal training and the tutoring was supervised. Six weeks later all children were tested individually on specified criteria, and results were analyzed on each of the three skills. It was found that the difference of mean scores between tutored groups and nontutored groups was not significant for naming, but significant at the .01 level for sounding and decoding; the difference of mean scores between the kindergarten and first grade groups was not significant for naming and decoding, but significant at the .01 level for sounding. The study also indicated no significant difference between the mean gain of subjects tutored by parents and those tutored by high-school students. Tables and references are included. (AW)

ED 050 373 CG 00. 373

Peck, DuBois W. Miller, Monroe J.

The Role of Interpersonal Understanding in De-Polarization of Antagonistic Groups.

Colorado Univ., Boulder. Inst. of Behavioral Science.

Pub Date May 71

Note—12p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Problems, *Conflict Resolution, *Interpersonal Relationship, Problem Solving, School Environment, *Student Teacher Relationship, *Urban Schools

This paper reports one attempt to study and work toward the resolution of conflict in an inner city school. Specifically, this investigation was concerned with resolving conflict between students and teachers in an urban school by attempting to: (1) establish effective communication between these groups; and (2) improve understanding so that mutual problems could be resolved. With respect to problems of communication and understanding, the results indicate: (1) effective communication was established through use of a tape recording exchange procedure; (2) the levels of agreement and understanding between students and teachers were initially high and remained high throughout the investigation; and (3) the basis for existing disagreement was identified in terms of differential cue weighting. It was deemed that the ability to identify the precise basis of the existing disagreement directly led to the implementation of a program which substantially improved relations between students and teachers in this particular setting. (Author/TA)

ED 053 719 JC 710 218

Purdy, Leslie

A Student Volunteer Services Bureau.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Report No—Topical Pap-26

Pub Date Sep 71

Note—24p.

Available from—ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles 90024 (Limited supply available free of charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Services, *Educational Innovation, *Junior Colleges, *Student Volunteers, Volunteers, Volunteer Training, *Youth Agencies

This topical paper discusses a proposal for a student volunteer agency operating with or under the auspices of a college, but as an alternative to a comprehensive community college education. Because of conflicting expectations and inadequate resources, the idea of a year off is seen as an option to obligatory college attendance. Volunteers can be: students already enrolled in human service paraprofessional programs, other junior college students, junior college drop-outs, or young people who never enrolled in college. The size of the community would determine the size of the agency. The staff would come from a variety of backgrounds and would handle registration, placement, counseling, training and evaluation of volunteers, and would act as public relations men with the community. Such a proposal would allow youth to try satisfying, interesting work under some supervision and to feel a part of, and relate their education to, their community. The community would gain the advantage of students working on solutions to social problems and filling shortages in service personnel. The advantages to the community college and faculty are many: the scope of on-campus student personnel services could be reduced to those directly related to students; the volunteer work could be the experience requirement for human services programs; and the agency could be the specific arm of the junior college community service commitment without consuming budget and staff. (CA)

ED 050 488 EA 003 525

Student Activism -- and Involvement in the Educational Program. Federation Ad Hoc Committee Report, January, 1970.

New Jersey State Federation of District Boards of Education, Trenton

Pub Date Jan 70

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, *Administrative Personnel, Administrator Role, *Guidelines, Minority Groups, School Community Relationship, *Student Participation, *Student School Relationship

Identifiers—Student Rights

This report notes that (1) activism is preferable to apathy, (2) larger problems loom for schools that fail to involve parents and community, (3) board member and administrator rigidity can cause conflict, and (4) black and Spanish-speaking students have special problems. Recommendations for school administrators and teachers emphasize sincerity in responding to student demands; increased communication with parents, students, and community; increased consideration for student needs; and the importance of a knowledge of the law. Appendixes include (1) a model for local community study, (2) sample policies concerning student rights and participation, (3) grievance procedures for students and parents, (4) a teacher evaluation form for students, (5) "The Year of the Militant Student" by Dr Carroll R. Johnson, and (6) a selected bibliography. (JF)

ED 052 694 HE 002 303

Tanck, James

College Volunteers. A Guide to Action: Helping Students to Help Others.

National Program for Voluntary Action, Washington, D.C.

Pub Date 69

Note—83p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0.40)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Community Involvement, *Community Programs, *Community Service Programs, Community Services, Higher Education, *Program Design, Program Development, Program Planning, *Student Participation, *Student Volunteers

This manual describes a variety of approaches a college or university can take to support student volunteers. It summarizes 6 models of volunteer programs currently in use on campuses and describes in detail a seventh "comprehensive" model that allows the school to assist and give general direction but permits students freedom to run their own programs. Financial, administrative, and many practical aspects are covered. Suggestions for both small and large scale service programs are made. The appendices contain a "mini-manual" for students to use in developing volunteer programs and sample records and forms used in existing programs. (JS)

ED 051 579 80 EA 003 572

Vernon, Sarah A.

The Task Force for Student Involvement.

Improving State Leadership in Education, Denver, Colo.; North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 70

Note—19p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203 (Single copies free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, *High School Students, Race Relations, State Departments of Education, *Student Participation, Student Teacher Relationship

Identifiers—ESEA Title V, *North Carolina

A committee of high school students was formed to promote the positive involvement of students in the educational system of North Carolina. Sponsored and supported by the State Department of Public Instruction, the committee draws its members from all areas of the State. The focus is not only on providing a forum for students' opinions and criticisms of the educational system but also on involving them directly and constructively in the total educational process. Students can offer important insights into many problems confronting high schools today and, working with faculty members and administrators, students can design effective, practical solutions. (Author)

Journal Articles

Dreyer, Harold. "Utilizing Students as Tutors to Individualize Instruction." Minnesota Reading Quarterly, 1971, 3(3/4), pp353-394.

Feinberg, Lawrence B., and Sundblad, Lloyd. "Need for Approval and College Student Volunteers in Community Rehabilitation Centers." Rehabilitation Counseling Bulletin, 1971, 14(4), pp245-251.

The results of this study indicate that "need for approval" is a significant motivational variable in college student volunteers and is significantly related to volunteer success among female volunteers. Implications for planning rehabilitation volunteer recruitment programs are discussed. (Author)

Gartner, Alan; and others. "Every Child a Teacher." Childhood Education, 1971, 48(1), pp12-16.

Reports on the growth of tutorial

programs in which children learn through teaching. (AJ)

Majors, Hughie Lee. "Working Together Works." Childhood Education, 1971, 48(1), pp25-28.

Describes cross-age tutoring experiment in which sixth graders provided individual help and companionship to first-graders. Tutor gains were subject reinforcement, extended creativity, and meaningful personal relationships. (AJ)

Papaloizos, Antoine., and Stiefel, Rolf. "Effectiveness of Participative Teaching Methods." Alberta Journal of Educational Research, 1971, 17(3), pp179-90.

"The 'Peer-Intervention Strategy.'" Marquette University Education Review, 1971, 2(1), pp21-31.

Development of Educational Activities, IDEA, Individually Guided Education. (GE)

Plesent, Emanuel. "A Community and Its Schools' Efforts to Understand and Deal With Drug Abuse." Journal of School Health, 1971, 41(6), pp314-317.

Described is a step by step approach involving: (1) establishing responsibilities of school, parents, students, and community; (2) reviewing legal and moral issues of a potential program; (3) defining "drug abuse"; (4) discovering sources of available help; and (5) developing needed resources. (CJ)

Pyle, Robert R., and Snyder, Fred A. "Students as Paraprofessional Counselors at Community Colleges." Journal of College Student Personnel, 1971, 12(4), pp259-262.

In considering ways to help new students through periods of crisis or adjustment to the college environment, the professional personnel staff at Harrisburg Area Community College attempted to

provide help to students through the services of student peer counselors. The selection and training of counselors and program operation are described. (Author/CG)

Ramirez, Judith Valla. "Effects of Tutorial Experiences on the Problem-Solving Behavior of Sixth-Graders." California Journal of Educational Research, 1971, 22(2), pp80-90.

The effects of a problem solving-oriented tutorial program on the problem solving behavior of student tutors is studied. Half of a sixth grade class were tutors; the other half a control group. Results on two tasks measuring problem solving skills showed significant difference between the two groups only on the skill of problem defining. (NH)

Snipes, Wilson Currin. "An Inquiry: Peer Group Teaching in Freshman [illegible]." College Composition and [illegible]ation, 1971, 22(2), pp169-74.

Starlin, Clay. "Peers and Precision." Teaching Exceptional Children, 1971, 3(3), pp129.

A first grader was taught to tutor four classmates in naming geometric figures. These four then tutored the rest of the class. Precision teaching methods were used to measure daily performance of students. One tutor was successfully taught to collect frequency data on his tutorees and chart their performance. (KW)

Van Rensburg, Patrick. "Swaneng Hill School." Convergence, 1971, 4(2), pp89-94.

Describes the innovative educational methods undertaken in Botswana in order to cope with a serious shortage of funds and facilities. (AN)

Swett, Manette. "This Year I Got My Buddy to Laugh." Childhood Education, 1971, 48(1), pp17-20.

An example of cross-age teaching is described in this account of a fourth grade class' adoption of a kindergarten class. (AJ)

Yarber, William L. "Tenth Grade Health Students Conduct a Community Program Against Child Molesting." Journal of School Health, 1971, 41(8), pp425-426.

The article describes an educational program involving high school students and the community, and their relationship with elementary school children. (BY)

Doctoral Dissertations

Brantley, Betty Conrad, Ph.D.

Effect of a Sibling Tutorial Program on the Language and Number Concept Development of Head Start Children.

The Florida State University, 1970.

(Order No. 71-18,352)

Purpose

The purpose of this study was to evaluate the effectiveness of a short-term sibling tutorial program on the development of certain language skills and number concepts by Head Start children. Specifically, it was designed to answer the following questions:

(1) Can a student in the nine-to-twelve age range help a younger Head Start sibling make significant gains (a) in language skills and (b) in mathematics?

(2) Is there a relationship between the achievement level of the tutor and gains made by the tutee?

Procedure

Subjects were 58 five-year-old Head Start children from eight elementary schools in Hillsborough County, Florida. Within each school subjects were randomly assigned for tutoring to a language or mathematics group. Tutors who were 58 nine-to-twelve year-old siblings of the subjects, were trained by university students majoring in elementary education. Following each training session, tutors met for fifteen minutes with their younger siblings and initiated planned activities under the supervision of the university student trainers. Tutors were encouraged to work regularly with siblings at home.

Measures used were investigator prepared mathematics and verbal expression tests and mean length of response.

Results

Slightly higher mean scores in verbal expression and mean length of response favoring the group tutored in language were observed. A slightly higher mean mathematics score favoring the group tutored in mathematics was also noted. No significant difference with regard to sex of tutor and no significant interaction effect between subject matter and sex of tutor were revealed. Application of the Pearson Product-Moment Correlation formula to the data revealed signficant positive correlations (.05) between the following variables:

(1) Reading achievement of language tutors and verbal expression scores of their tutees.

(2) Arithmetic computation achievement of math tutors and mathematics scores of their tutees.

(3) Average achievement (reading

and arithmetic computation) of math tutors and mathematics scores of their tutees.

Conclusions

(1) A short-term tutorial program involving siblings as tutors did not effect a signficant change in Head Start children's language skills as measured by a verbal expression test adapted by the investigator and by a second language measure, mean length of response.

(2) A short-term tutorial program involving siblings as tutors did not effect a signficant change in mathematics concepts and skills attained by Head Start children as measured by a mathematics test devised by the investigator.

(3) Sex of tutor was not a significant factor in the language or mathematics achievement attained by Head Start tutees.

(4) A relationship between achievement level of tutor and scores of tutees on certain tests was revealed and warrants further study.

Csapo, Margaret G. Utilization of Normal Peers as Behavior Change Agents for Reducing the Inappropriate Behavior of Emotionally Disturbed Children in Regular Classroom Environments. University of Kansas, 1971. (Order No. 71-27,137)

This investigation was conducted in regular classrooms of a suburban elementary school system in a large metropolitan area. The total study sample consisted of 18 pupils. Six of these were the Emotionally Disturbed Peers (EDP), six took on the role of Peer-Records (PR), and six served as Peer-Models (PM).

During the before phase the frequency of five selected inappropriate behaviors of the six emotionally

disturbed children were observed and recorded by the peer-recorders for two periods per day to form the baseline of this experiment.

In the during phase the experimental manipulations involved the pairing of an emotionally disturbed child with a peer-model who was a "socially mature, reliable and sensible" pupil and who continually displayed appropriate classroom behavior, as defined by the teacher. The peer-model exhibited appropriate classroom behaviors in the presence of the emotionally disturbed peer. Tokens were given together with words expressing social approval whenever the emotionally disturbed peer's behavior matched or resembled the appropriate behavior of the peer model. During the intervention phase the peer-recorder continued to observe and to record the frequency of the five selected inappropriate behaviors of the emotionally disturbed

peer. The during phase was followed by an after phase during which the intervention procedure was removed and the conditions prior to the experimental manipulations were observed. The peer-model was removed and no tokens were received for appropriate classroom behaviors. The peer-recorder continued to observe and to record the frequency of the specified inappropriate behaviors of the emotionally disturbed peer.

The data collected when analyzed provided evidence that children as intervention agents can produce behavioral change in an emotionally disturbed peer's inappropriate classroom behavior. The data collected by the peers have shown that peer intervention is an effective and efficient way to decrease the frequency of inappropriate behaviors and to teach, at the same time, appropriate

behaviors required by the various classroom situations.

The appropriate behaviors continued in the absence of the peer-model. Continued deceleration of inappropriate behaviors followed after the treatment conditions were withdrawn. The peer-model did not acquire through contagion the inappropriate classroom behaviors of the emotionally disturbed peer while sitting side by side.

This investigation attempted to demonstrate that peers can function to assist an emotionally disturbed child to reduce the frequency of designated inappropriate behaviors. The intervention program was implemented in regular classroom environments by peers of children who displayed inappropriate classroom behaviors. Children as change agents not only have used behavioral measurement procedures, but recorded data reliably for the

assessment of the effects of the behavior intervention program.

Ellis, Dale Huband, Ph.D.
An Analysis of Achievement Gains in Mathematics Classes which Result from the Use of Student Tutors. University of Utah, 1971. (Order No. 71-24,998)

In order to test tutoring effectiveness, sixteen mathematics classes were identified at Weber High School, Ogden, Utah. The classes were paired according to subject matter in order to establish eight experimental classes and eight corresponding control classes. Each class in a pair had been assigned the same teacher. In order to establish tutor-tutee pairs in the experimental classes, the grade point average, mathematics grade point average and grade from the most recent mathematics class were obtained for each student involved in the study. This rank was used to assign tutors to tutees.

The Cooperative Mathematics Tests were given early in the study and also at the end of the study in order to show comparative increases in achievement. Results of teacher devised tests and tests devised by the textbook author were recorded to establish a second measure of achievement during the time of the study.

Among the more important findings of the study are the following:

(1) Approximately three-fourths of the comparison tests indicated that the experimental classes had significant gains over the control classes.

(2) The tutees showed greater gain than the tutors.

(3) The more advanced experimental classes in the study generally showed more gain than the less advanced experimental classes when compared with the corresponding control classes.

(4) The results from a questionnaire indicated that there was little difference between the experimental and control classes in terms of attitude towards mathematics.

(5) Correlation comparisons helped establish the fact that tutoring was by far, the most important variable which contributed toward student gains in mathematics. (Order No. 71-24,998) 119 pages.

Erickson, Marilyn Rose, Ed.D. A Study of a Tutoring Program to Benefit Tutors and Tutees. University of Massachusetts, 1971. (Order No. 71-16,914) 96 pages.

Tutoring as an instructional method is becoming more popular. Many benefits and advantages are attributed to it. Tutoring allows for the individualization of instruction, immediate feedback, positive reinforcement, and social interaction. The method has many variations. Tutors, paid or unpaid,

may be parents, college students, high school students, or children.

Relatively few tutoring programs have been objectively examined. Tutoring's popularity is too often based on subjective evaluation.

This quasi-experimental study was an attempt to investigate the benefits of tutoring to both tutor and tutee using unpaid school-age tutors who had behavior and/or achievement problems. The study also sought to develop the mechanics of a simple and effective tutoring program that could be used in schools.

A tutoring program was carried on for five months using twelve seventh grade boys as tutors and twelve third grade boys as tutees. Preservice and inservice sessions were held for the tutors. The actual tutoring took place twice a week during half-hour periods. An oral language approach was used consisting of ordinary conversations, oral reading, and

language games.

Campbells Regression Discontinuity Design was used to compare reading scores. This design constitutes the use of regression analysis as a means to compare the relative change patterns of the subjects as compared to those of the class.

Analyses of results indicated that tutoring improves the reading scores of both tutors and tutees. The study did not indicate that tutoring improves grades, behavior, interests and attitudes, social acceptance, or attendance. The study did show that tutoring decreases the school attendance of the tutees.

The implication of the study is that tutoring, as a process, improves the one area emphasized with little transfer. The major objective of the tutoring program, improvement in reading was achieved. The minor objectives of the program were not achieved. Many more investigations

are needed to determine the expected outcomes of tutoring. The investigations should determine ways to increase the transfer of tutoring effects.

Hunt, Barbara Brunner, Ph.D. Some Effects of Peer Tutoring on Self-Esteem and Racial Attitude. University of Oregon, 1970. (Order No. 71-16,817) 186 pages.

Problem

The purpose of this study was to determine whether a peer tutoring program as a part of the high school sophomore English class would affect the attitudes and achievement of student participants in the program.

Procedures

The participants in this study were high school sophomores in Oregon. The experimental group composed of 64 students was taught English in the following manner: three days a week students read textbooks, discussed the text with the teacher during class

session, were presented new material by the teacher through lecture and demonstration, and completion of textbook assignments. Two days a week the classroom was a study hall in which students were permitted, on a voluntary basis, to engage in a tutoring session either as a tutee or tutor.

The control group consisting of 39 students was taught English in an identical manner except that in the study hall they worked alone or with occasional teacher assistance, and did not have the option of participating in a peer tutoring session.

A pre-test, post-test procedure was employed, using these measuring instruments: the Gates-Mac Ginitie Reading Test Survey E, the Bledsoe and Garrison Self Concept Scale, and three forms of Osgood's Semantic Differential.

Results

The self-esteem measures produced conflicting results, the Semantic Differential found positive changes in self-esteem for the experimental group at .05 level of significance while the Bledsoe and Garrison Self-Concept Scale results were in the direction of control group gain though not at a significant level.

The Semantic Differential Measures of attitude toward race indicated students made positive changes in attitude toward both races, but more toward their own race. More positive attitude change was made by students in racially mixed teams than those in racially similar teams though results in all instances could have been expected by chance.

A higher percentage of non-peer team members moved in the direction of positive gain in self-esteem than peer team members. Non-peer groups moved in the direction of more positive attitudes toward both

races than peer groups who showed greater difference in attitude toward their own race and the other race. Peers moved more in the direction of positive attitude change toward their own race than non-peers. These findings could have been expected by chance.

Comparison between the experimental and control groups revealed no significant achievement gain. Results of a t-test for correlated means revealed tutee sub-groups of the experimental group made significant comprehension gains in all but one instance, and vocabulary gains in four instances. Control group tutees made significant vocabulary gains in two instances. Tutees in peer teams made significant gains in vocabulary and comprehension. In the non-peer teams both tutors and tutees made significant gains in comprehension.

Further comparison between the experimental and control groups

revealed no significant gain in English grades though the results tended in the direction of the experimental group.

Conclusions

This research on the impact of tutoring on achievement and self-esteem is confounded by the paucity of valid measuring instruments and the difficulty of maintaining quality control over the tutoring activities.

It would appear that changes in attitudes are more easily influenced by the use of tutors than changes in achievement. But even here, the measurement problem, particularly teacher bias may interfere. Clearly external factors such as heightened racial tensions affect the tutor-tutee relationship as does the training tutors receive and their supervision (or lack of it) from teachers.

The student as a teacher has enormous potential for education,

but only if there is greater clarity in the goals of education and more precise definition of the role of the tutor and greater emphasis on development of adequate evaluation instruments.

Kelly, Francis Donald, Jr., Ph.D. The Differential Effects of Giving Versus Receiving Help in a Cross-Age Helping Program. The University of Florida, 1970. (Order No. 71-17,177)

An experimental study was designed to assess the potentially positive effects of a cross-age helping experience upon elementary school children. Fourth-grade children were selected as the population to be investigated. Two specific questions were examined:

(1) What are the effects of this cross-age helping experience upon personality, self-concept, school attitudes, academic performance, peer acceptance, and school attendance?

(2) What are the differential effects of giving versus receiving help?

The helping experience, which took the form of academic tutoring in language and arithmetic skill areas,

consisted of a dyadic relationship between an older child giving help and younger child receiving the help. Seventy-five fourth-grade students were assigned in random fashion to three treatment groups: I. Giving Help; II. Receiving Help; III. Control. All subjects were tested with a battery of personality, self-concept, school attitude, academic performance, and peer acceptance measures. The treatment experiences then commenced, with Group I providing tutoring help to first- and second-grade children, and Group II receiving similar academic tutoring from sixth-grade children, and Group II experiencing the normal routine of class activities. The experimental treatment periods lasted 1 hour per week, and continued for a period of 11 weeks. At the end of these 11 weeks all subjects were tested again with all the criterion measures.

The results showed three significant differences. (Group II (Receiving Help) made significantly greater gains on Factor II (Shy, Restrained vs. Venturesome, Socially Bold) of the Children's Personality Questionnaire than did Group I (Giving Help) or Group III (Control). Group III (Control) made significantly greater gains in peer acceptance than did Group I (Giving Help), and Group III (Control) recorded a significantly better school attendance record during the 11-week treatment period than did Group I (Giving Help) or Group II (Receiving Help). No significant differences were found for self-concept, school attitudes, or academic performance.

The conclusions of this study are summarized as follows:

(1) Participation in an 11-week, peer-oriented, human relationship experience with a focus on academic tutoring seems to have minimally

positive effects upon personality development, minimally negative effects upon social acceptance and school attendance, and no effects upon self-concept, school attitudes, or academic performance.

(2) The contrasting experiences of giving versus receiving help within the framework of the present study do not result in any differential effects as measured by various personality, self-concept, attitude, peer acceptance, academic performance, or school attendance criteria.

Minardo, Helen A. A Comparison of Programs for Training Volunteer Undergraduates as Lay Counselors in a State Hospital Setting. Lehigh University, 1971. (Order No. 71-27,732)

This study was designed to compare the effects of three types of lay counseling, experienced counseling, or no counseling on the ward behavior of male, chronic

schizophrenic patients of three types of lay counseling, experienced counseling, or no counseling on the ward behavior of three different age groups.

Specifically, this study was designed to answer the following questions:

(1) Will one or more of the three types of lay counseling be more effective in improving the ward behavior of male, chronic schizophrenic patients of three different age groups?

(2) Will one or more of the three types of lay counseling be more effective in increasing the positive attitudes of male, chronic schizophrenic patients of three different age groups toward counseling?

(3) Will one or more of the three types of counseling be more effective in increasing the degree of empathy, congruence, and unconditional positive regard offered by lay counselors?

In September, 1969, twelve volunteer Lehigh University undergraduates enrolled in the Introduction to

Psychopathology course were randomly assigned to one of three lay counseling training groups and a control group. The control group received exposure to hospital or clinical routine, services, and data but no explicit guidance or training with regard to counseling philosophy or techniques. The didactic group was taught the philosophy and techniques of counseling, but did not have the opportunity to observe a counselor in action. The experiential group had the opportunity to observe a counselor in action who acted as an agent and/or model of counselor attitudes in her relationships with trainees and/or patients. The didactic-experiential group integrated aspects of the didactic and experiential training programs described. A group of experienced volunteer hospital staff counselors was included as a further basis for comparison. Thus five counselor groups were used: three trained lay counselor groups, a group of

experienced counselors, and a control group. The training programs were for a twelve week period. The patients were judged by the psychiatric and ward nursing staff to be "typical", adult, male, chronic schizophrenic patients. In addition these patients were not involved in any other form of individual or group counseling.

Each lay and experienced counselor and untrained volunteer saw three patients. The patients had been previously rated by the ward nursing personnel on the Burdock-Hardesty Ward Behavior Inventory.

After the twelve week training perid, the counselors saw their patients over a twelve week period for two counseling sessions of fifty minutes each. Following the fifth session and the twenty-fourth counseling session, the investigator administered the Barrett-Lennard Relationship Inventory to each patient and had each counselor complete the Barrett-Lemard Relationship Inventory.

Immediately following the twenty-fourth counseling session the ward nursing personnel re-rated patients on the Ward Behavior Inventory.

The evaluation of the comparative effects of lay counseling, experienced counseling, and no counseling showed none of the groups to be effective in improving the ward behavior of these patients, or increasing the positive attitudes of patients toward counseling. These findings do not support the effectiveness of lay counseling in a volunteer program on the dimensions and population selected for the study.

Shirts, Elmo Bryant. Effects of the Self-Consistency Principle of Behavior Change and the Retroflexive Reformation Process of Group Counseling on the Academic Achievement and Behavior of Selected High School Students. Oregon State University, 1971. (Order No. 71-25,333) 118 pages.

This exploratory study was undertaken to determine the combined effects which two rather unique approaches in the fields of counseling and psychotherapy might have on the behavior and academic achievement of ten selected deviant high school students. These approaches have been termed the 1) self-consistency approach to behavior change and 2) the retroflexive reformation method of counseling.

The self-consistency principle of behavior change provided the theoretical orientation for the problem, and the retroflexive reformation approach to counseling provided the practical application. The self-consistency principle focuses primarily upon eliciting behavior change in a person by first changing his actions which once changed will lead to a change in his attitudes. This is in contrast to the traditional emphasis of group and individual counseling with the emphasis directed first upon changing the person's

attitudes which then leads to a change in actions. In light of the relative facility with which actions can be changed (as compared to attitudes) the theoretical orientation which focuses on a change in actions first, becomes vital.

The traditional counseling "talk sessions" were used only to supplement and add meaning to the structured role and status changes of the high school counselee (co-therapist) which were provided to him by the high school counselor.

The practical application of the study was centered around the adage, "you learn best that which you teach". In an attempt to employ this concept, ten high school students, judged to be deviant in their behavior were used as co-therapists (retroflexive reformation). Each was assigned to work with an elementary school behavior problem student in an effort to improve the child's behavior. At the end of five months an analysis of behavior change and

academic achievement was completed on each high school student.

Results

Seven of the ten selected high school students showed behavior improvement as judged by their parents and teachers. The same seven showed academic achievement improvement ranging from one-tenth of a grade point to one and one-tenth of a grade point which is significant at the ten percent level of probability.

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